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ABSTRACT

Outlined in this paper are a number of sample lesson plans designed to deal with discriminatory textbooks and curriculum materials. The format of the lesson plans presented is based on the use of negative examples in a textbook or a film as a starting point for a lesson to counter some of the stereotyping that occurs in American education. Emphasis is on expanding the knowledge of contributions made by women and minorities to American technology and the value structure of American society. Sample lesson plans are presented for reading, science, spelling, social studies, and mathematics on the primary, intermediate, and secondary instructional levels. Each lesson plan contains a brief description of the text and/or an example to be used, the objective of the lesson, suggested activities, and a list of references. (EB)

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GUIDELINES FOR USING RACIST/SEXIST MATERIALS IN THE CLASSROOM

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Utilization Guidelines for Trainers

The following guidelines should assist those interested in using these materials for training.

Audience:

This model on using racist and sexist materials in race and sex fair ways has been specifically designed for teachers. It can, however, be used with administrators or others concerned with instruction. A trainer could instruct teachers in the model for their own classroom use or train trainers who, in turn, would instruct others.

Participants could be from either the same or different grade levels and/or content areas. The trainer would simply vary the approach and materials accordingly.

Format and Time Estimates:

1. The introduction alone could be used as an initial awareness activity with a group. The rationale would come first, followed by each criterion. Examples from the participants' own materials could be used to illustrate the nine criteria. Steps two and three of the model would be presented and implications for the classroom discussed. The written introduction would be used as a handout. (Time: one and a half hours)

2. In a more detailed program, the trainer would first introduce the rationale and criteria in a format similar to that outlined in number one. Then he/she would complete the model (steps two and three) and introduce the springboard settings. Participants would read, analyze and discuss springboards appropriate to their content area and/or grade level. Applications to classroom instruction would be explored. (Approximate time: four hours)

3. The most comprehensive approach would be number two followed by analysis of participants' own materials. The group would analyze their texts and other

instructional materials for specific instances of racism and sexism under each criterion and then design their own springboard settings. As a wrap-up, participants could share their products orally, and, if desired, in written form later. (Estimated time: full day to one and a half days)

Packaging

All materials in the package are duplicated, collated and bound for trainers. These include the utilization guidelines, tables of contents, introduction, springboard settings and bibliography. Each individual section has also been duplicated but not assembled. It is assumed that one possible packet might include the introduction and springboard settings on the primary level, for example. For another workshop, the packet would have only the introduction and one or two sample springboards. This approach gives the trainer the most flexibility.

Criteria for Trainers:

Anyone training teachers in this model should have the following:

(1) A thorough understanding of the model

(2) Ability to recognize sexism/racism in texts and instructional materials and to apply the model

(3) Skills in design and group facilitation

Caution:

These materials were designed for training purposes and not for general distribution either in total or part.

Table of Contents

Page

Introduction. vii

Criterion #1 - Roles and Problems of Females and Minorities

Springboard Setting A: Intermediate Reading 1

Springboard Setting B: Intermediate Science 2

Springboard Setting C: Secondary Social Studies 3

Criterion #2 - Personality Traits of Females and Minorities

Springboard Setting D: Primary Reading. 4

Criterion #3 - Minorities and Females in Occupations

Springboard Setting E: Primary Reading. 5

Springboard Setting F: Intermediate Reading 6

Criterion #4 - Minorities and Females Subsumed to Males by Language

Springboard Setting G: Intermediate Social Studies. 7

Springboard Setting H: Secondary Reading. 8

Criterion #5 - Minorities and Females as Followers

Springboard Setting I: Primary Reading. 9

Criterion #6 - Majority Males as Source of Identity for Females and Minorities

Springboard Setting J: Primary Reading. 10

Springboard Setting K: Intermediate Science 11

Criterion #7 - Minorities and Females in Passive Activities

Springboard Setting L: Intermediate Reading 12

Springboard Setting M: Intermediate Science 13

Criterion #8 - Females and Minorities as Main Characters

Springboard Setting N: Intermediate Spelling. 14

Springboard Setting O: Secondary Social Studies 15

Table of Contents

(continued)

Page

Criterion #9 - Minorities and Females in Illustrations

Springboard Setting P: Primary Spelling. 16

Springboard Setting Q: Intermediate Mathematics. 17

Springboard Setting R: Secondary Reading 18

Bibliography 19

Table of Contents

(continued)

By Content Area

Page

Reading:

Springboard Settings A. 1

D. 4

E. 5

F. 6

H. 8

I. 9

J. 10

L. 12

R. 18

Science:

Springboard Settings B. 2

K. 11

M. 13

Social Studies:

Springboard Settings C. 3

G. 7

O. 15

Mathematics:

Springboard Setting Q. 17

Spelling:

Springboard Settings N. 14

P. 16

Table of Contents

(continued)

By Instructional Level

Page

Primary:

Springboard Settings D. 4

E. 5

I. 9

J. 10

P. 16

Intermediate:

Springboard Settings A. 1

B. 2

F. 6

G. 7

K. 11

L. 12

M. 13

N. 14

Q. 17

Secondary:

Springboard Settings C. 3

H. 8

O. 15

R. 18

Introduction

The racist and sexist nature of textbooks and curricular materials has been the subject of numerous articles and books during the decade between 1965 and 1975. As we enter the latter half of the 70's to celebrate the bicentennial anniversary of the United States, educators have an opportunity to deal with the subtle impact of racist and sexist materials in creating stereotypes. The story of our country from the period before Europeans first had contact with Native Americans to the present with the mosaic of cultural diversity is being explored from the perspective of contributions made by individuals and groups. Educators can capitalize on the contribution theme to counter many of the errors of omission and distortion related to the treatment of women and minorities in textbooks and curricular materials.

Even though social studies materials have received significant criticism in recent years, the soft-ware in all subject areas including mathematics, reading, science, and spelling have provided differential coverage of minorities and women. No subject area can claim immunity from critics' commentaries and data regarding the racist and sexist nature of classroom materials. Every educator has a responsibility in the area of countering the influence of stereotypic images in textbooks and curricular materials.

The ideal way in which educators could deal with materials that are racist and sexist would be to stop using them and to purchase new materials that are nonracist and nonsexist. This ideal, however, is not practical for two reasons. First, the financial status of school systems does not create a condition whereby libraries and classrooms could be denuded of all discriminatory materials. In most cases, the elimination of racist and sexist materials would result in the complete absence of any materials for use in schools. School systems do not have the financial resources to purchase all new materials during a five-to-ten-year period let alone during a single year. Second, the materials available that meet the criterion of being nonracist and nonsexist are minimal. Since 1970 published materials are portraying racial and ethnic minorities in a less discriminatory manner. Women, as yet, have not received fair treatment in materials. The purchase of new soft-ware items is not a solution because most of the materials that are currently available still portray women in a stereotypic manner.

Textbooks and printed materials are part of the stimuli that influence student behavior in classrooms throughout the United States. Materials have a role of importance second only to teachers themselves in the sex-role socialization process occuring through the educational system. The same relationship also exists regarding the way in which children's images of minorities are influenced by the educational system. There are actions that can be taken at many levels to correct the present situation in relation to textbooks and printed materials. School boards can adopt new policies on the selection of materials. Administrators can plan inservice programs for the analysis of existing materials and the development of new materials. Teacher training institutions can include course work dealing with racism and sexism in education in the preservice experiences of teachers. The list could be extended, but unless the classroom teacher assumes personal responsibility for the constructive use of sexist and racist materials that stock classrooms and libraries at the present, materials will continue to function as adverse stimuli in the formation of children's knowledge and values concerning minorities, women, and ultimately, themselves.

Teachers need a set of guidelines for the use of racist and sexist materials. The fact that these materials exist in schools is a well documented reality. Strategies for the use of these materials are scarce. One reason for the lack of specific information on the use of stereotypic materials is the assumption that, once exposed for their undesirable qualities, these materials would be replaced. This assumption ignores the political and economic realities of most school systems. Another reason is the attention that has been given to the development of special interest materials. It has been assumed that, when the materials are placed in classrooms, they would be used, and, subsequently, correct the negative images of minorities and of women. Unfortunately, this assumption does not keep in mind the dependence teachers have on existing materials which have many desirable characteristics such as content, activities, and questions. Teachers may be unwilling to discard existing materials. For this reason, a set of guidelines has been developed that can be applied to these materials.

The first step that will enable classroom teachers to use discriminatory textbooks and curricular materials for positive purposes is to become aware of the racist and the sexist nature of the materials. The pervasive nature of most materials in the differential treatment of women and minorities goes far beyond the number of pictures or the number of main characters in a book. The following list of conditions and/or factors deals with overt criteria such as pictures and characters and with covert criteria such language, psychological attributes, and racial/sexual identification. Each of these criteria is designed to increase teachers' awareness of the materials available in their classrooms.

1. Are the roles and the problems of females and minorities given unequal coverage?

2. Are minorities and females characterized as having "undesirable" personality traits, e.g., flighty, insecure, unreliable?

3. Are females and minorities shown disproportionally in expressive occupations while whites and males are shown disproportionally in instrumental occupations?

4. Are minorities and females subsumed to male Anglo-Saxons because of language used to characterize the hypothetical person?

5. Are females and minorities shown disproportionally as followers or under the direction of majority males?

6. Are majority males disproportionally shown as the source of identity for males of minority groups and females?

7. Are females and minorities shown disproportionally in passive activities while majority males are shown in action activities?

8. Are minorities and females presented as main characters in stories disproportionally to majority males?

9. Are females and minorities shown in illustrations disproportionally to majority males?

Some of the above criteria can be applied by using a quantitative procedure such as counting the number of women and minorities in relation to white males shown in illustrations. The results would be presented as a ratio. Four men (boys) are illustrated for every woman (girl); ten whites are illustrated for every minority person. These data make it possible for teachers to identify one aspect of discriminatory material.

To use other criteria presented in the above list, teachers may need to study the history and/or the culture of minorities and women. The second step in the process involves becoming aware of the backgrounds of racially and sexually different people that will enable teachers to recognize stereotypic traits. This step will make it possible to check the validity of material. Additionally, the contributory theme can be deepened as women and minorities are studied. Without an adequate back-ground of information, a pattern might develop that would interpret contribution as a study of artifacts, e.g., George Washington Carver and the peanut, Betsy Ross and the flag. Teachers must be able to present the values of women and minorities to show the larger contribution made to our pluralistic society, e.g., Harriet Tubman and the underground railroad.

The third step in the process of using racist and sexist materials in the classroom is the planning of specific lessons to correct the identified inadequacies. This step will be called the springboard. A negative example in a textbook or a film can serve as the starting point for a lesson. The remainder of this document will present a number of sample lessons to illustrate the third and final step in the process of using discriminatory textbooks and curricular materials.

By following the steps we have suggested, teachers can begin to counter some of the stereotyping that occurs in American education. Analyze the materials currently in use. Expand the knowledge of contributions made by women and minorities to our technology and to our value structure. Finally, plan specific lessons based on the analysis and the knowledge that will carry students beyond the stereotypes to a new awareness of themselves as they relate to the human and material dimensions of our pluralistic society.

Roles and Problems of Females and Minorities

Springboard Setting A--Intermediate Reading

Durr, William, et al. Kaleidoscope. Boston: Houghton Mifflin and Co., 1974.

Seldom do textbooks portray the problems of females and minorities accurately. For example, the migrant family that moves often to harvest crops will have problems that are quite different from those of a family living in an urban environment. One selection in Kaleidoscope is about a family who travels around the country harvesting crops. The main character of the story is a little boy who wants to stay in one spot. The story does not discuss the life of a migrant family nor some of the difficulties that such a family, especially the children, might have. In addition to moving frequently, these children may have no close friends and never go on vacation. They may also have trouble in school because the lessons aren't related to their immediate needs.

Objective:

The students will identify and compare problems that different minority groups experience in the United States.

Activities:

1. Students might read Roosevelt Grady by Louisa Shotwell and have a panel discussion about the problem of moving from one school to another.

2. Students might read The Street of Flower Boxes by Peggy Mann. This book tells the story of Carlos, a young boy living in New York City. Students might compare how Carlos and Roosevelt Grady felt about where they lived.

3. Students might read Rae Alexander's book, Young and Black in America. A list of problems shared by blacks and migrant workers could be prepared. What are the common threads that make life similar for minorities? Prepare a list of problems unique to specific minority groups. How is life different for some Latino groups when compared to blacks?

References:

Cheyney, Arnold. The Ripe Harvest. Coral Gables, Fla.: U. of Miami Press, 1972.

Coles, Robert. Uprooted Children. Pittsburgh: U. of Pittsburgh Press, 1970.

Roles and Problems of Females and Minorities

Springboard Setting B--Intermediate Science

Brandwein, Paul F., et al. Concepts in Science, Third Edition. New York: Harcourt, Brace, and Jovanovich, 1972.

Traditionally, the field of science has been interpreted as an area for and dominated by males. Few women have been shown in science, particularly as researchers. The book, Concepts in Science, has done an outstanding job of illustrating girls and boys in investigative roles. Girls are shown in these roles 16 times while boys are shown 19 times. Peer models for both sexes are shown in active and passive scientific roles. Adult models, however, do not follow the same pattern. Women are shown twice in research roles; men are shown 22 times--an 11:1 male to female ratio. A reader might conclude that scientific inquiry is legitimate for both sexes in a school context but lacks legitimacy as a vocation for adult females. Women have been involved in every aspect of science covered in the chapters of the textbook, e.g. astronomy, the atom, learning. Ten researchers are pictured and discussed in depth. These include nine men such as Mendel, Marconi, and Edison. Marie Currie is the only woman representative of scientific researchers whose picture is given and work discussed. The stereotype perpetuated by Concepts in Science regarding women and scientific activities does not provide adult female role models for students.

Objective:

The students will identify the roles, activities, and contributions of at least three women in various areas of scientific inquiry.

Activities:

1. The students might select a specific content area from the textbook such as astronomy or learning. If the former is selected, a person such as Maria Mitchell who discovered a comet during the 1800's could be studied. A woman in the latter area could be Maria Montessori. Her medical background and knowledge of children combined with unique teaching materials resulted in an innovative educational program that is now operating world-wide. The student could draw pictures or recreate settings that characterize the tools and/or procedures used by women in various scientific areas. These could be used as part of a science fair display in the classroom or the school.

2. The students might research well-known contemporary women scientists. (Dr. Jane Wright, a black cancer researcher, is an excellent example.) Data could be gathered in the following categories: 1) educational background; 2) field of study; 3) specific contributions; 4) awards; and, 5) personal philosophy. A number of students could prepare a data retrieval chart with women researchers (and men) listed horizontally and data categories listed vertically. Each cell on the chart would have information items listed. The chart could be displayed in the class or used as a basis for oral reports.

References:

Whitehead, Geraldine. Women in America. Fort Worth, Texas: Sperry and Hutchinson, 1972.

Springboard Setting C--Secondary Social Studies

Graff, Henry F., and J.A. Krout. The Adventure of the American People: A History of the United States. Chicago: Rand McNally, 1966.

A single paragraph discusses the underground railroad during the pre-Civil War period as a system established by abolitionists. Credit is given to a number of men and to two women--the Grimke sisters--as principal abolitionists. The textbook does not discuss the role of black Americans involved in the antislavery movement during pre-Civil War days. One black in particular, Harriet Tubman, had a principal role as an abolitionist and as a "conductor" on the underground railroad system. With her basic value expressed in the motto "you will be free or die" and her outstanding organizational capabilities, Ms. Tubman made many trips into the South before and during the Civil War to free slaves.

Objective:

The students will describe the role of Harriet Tubman as an abolitionist and as an activist in the underground railroad system.

Activities:

1. The students might write an editorial that would have been published, hypothetically, in the anti-slavery magazine, The Liberator, summarizing the values and the actions of Harriet Tubman.

2. The students might write a play involving two characters--Ms. Tubman and a slave fleeing from the South. The play could center on Ms. Tubman's aggressive style and central values during a segment of the journey north.

3. The students might prepare a wall map showing the general route followed during Ms. Tubman's many trips to and from the South. Wanted posters might be prepared for attachment to the southern portion of the map. The posters could reflect a slave owner's perceptions of the abolitionist. Newspaper clippings could be prepared and attached to the northern portion of the map. These clippings might summarize her values or the thoughts of former slaves freed by Harriet Tubman.

References:

Lander, Joyce A. "The Women: Conditions of Slavery Laid the Foundation for Their Liberation." Ebony, 30 (August, 1975), 77.

Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. New York: Washington Square Press, 1955.

Personality Traits of Females and Minorities

Springboard Setting D--Primary Reading

Reader's Digest New Reading Skill Builders, Level 3, Part 1. Pleasantville, New York: Reader's Digest Services, 1966.

Illustrations and selections frequently portray females with undesirable personality traits. Some examples taken from the Reader's Digest Skill Builder, Level 3 are presented in the following sentences. "Molly is lazy." This is a reference to a horse. The implication, however, is that a female is lazy. An illustration depicts a young girl who appears to be frightened of a moose. A man comes to her rescue. Another selection portrays a woman who is insecure, crying, and unable to cope with the situation of being stranded in an airport for a period of time with a hungry baby.

Objective:

The students will describe the personality traits of characters depicted in various situations and roles.

Activities:

1. The teacher might identify females and males who have had parallel roles in various fields, i.e., aviation--Amelia Earhart and Charles Lindberg; politics--Margaret Chase Smith and Everett Dirksen. Simple biographies might be read by the students. If the students are non-readers, the teacher might share information with the students during story time or through media presentations. After the students have read or heard about the various personalities, specific traits can be discussed. The focus should be on roles and personalities rather than maleness or femaleness.

2. Different situations might be described to the students which involve many types of emotion. Fear, anger, greed, and love are examples. The students might role play people in different emotional situations. They could describe their own experiences with these emotions. A discussion might follow the role playing and descriptions.

    a. How did you feel in your role/situation?

    b. How did some of you respond to other student's roles/situations?

    c. Do people respond in different ways?

3. The students could watch television programs such as "Little House on the Prairie," "The Waltons," and "Happy Days." Each personality and the actions of the personality could be discussed. Comparisons might be made between personalities. The focus might be on similarities and differences.

References:

Brody, Celeste M. "Do Instructional Materials Reinforce Sex Stereotyping?" Educational Leadership (November, 1973), 119-122.

Becker, George. Television and the Classroom Teacher. Newark, Del.: International Reading Association, 1973.

Minorities and Females in Occupations

Springboard Setting E--Primary Reading

Clark, Mae Knight. Worlds of Wonder. New York: Macmillan, 1974.

The Federal Government provides annual reports on the number and types of occupations available in the United States. The number is in the thousands. If a child examines the occupations filled by minorities and females in Worlds of Wonder, then access to most jobs is limited to majority males. Nineteen different occupations are shown in the book. Females are involved in three of the occupations which produces a 6:1 ratio. When the type of occupation is examined, the differential between women and men increases for certain types of employment. For expressive occupations which involve providing a service, e.g., storyteller, judge, women are shown in two occupations while men are shown in five--a 2.5:1 ratio. The ratio increases in the favor of men to 12:1 for instrumental occupations which involve working with equipment or tools, e.g., gardner, farmer, painter. Women are shown in one instrumental role while men are shown in 12. A man is also shown in the one instrumental role provided for women. Over 50 percent of all women in the United States are employed outside the home. This figure will continue to rise. Females need the same diversity in occupation role models in books as are provided for men.

Objective:

The students will identify the diverse occupations women have in the community the school serves.

Activities:

1. Bring a resource person to the classroom. An employment counselor from the state employment agency would be desirable. If this type of person is not available, then a high school counselor or an employee of a private employment agency might be used. The resource person could outline and describe the various jobs that women have taken in the community. Brochures showing women in different occupations could be displayed.

2. The students could describe the jobs held by various female members of their families. Pictures could be cut from magazines to illustrate the occupations. All of the pictures could be placed on a bulletin board.

3. The children might take a field trip to a local industrial plant or other type of facility where women are employed in instrumental roles. The students should be encouraged to identify the number of occupations that men and women have that are the same, i.e., a woman and a man operating a drill press side by side.

References:

U.S. Department of Labor. 1975 Handbook on Women Workers. Bulletin 297. Washington, D.C.: U.S. Department of Labor, 1975.

Weitzman, Lenore, D. Eifler, E. Hokada, and C. Ross. "Sex-Role Socialization in Picture Books for Preschool Children." American Journal of Sociology (1972), 77.

Springboard Setting F--Intermediate Reading

Durr, William, et al. Kaleidoscope, Level 10. Boston: Houghton Mifflin and Co., 1974.

Occupational roles portrayed throughout this basal reader are consistent with the findings from various studies. In the sample stories 14 different occupations were tabulated for males and four different occupations for females. Male occupations identified were expressman, office worker, policeman, fisherman, soldier, superintendent of schools, postman, zoo keeper, inventor, telegrapher, doctor, and conductor. The female occupations were identified as housewife, teacher, secretary, and nurse. Even though these occupations were identified, the female's role was of secondary importance in the selections.

Objective:

The students will identify and define occupational alternatives available to males and females in today's society.

Activities:

1. Students might read biographies and autobiographies of women whose occupations follow non-traditional roles, e.g., Maria Mitchell, Joan of Arc, Katherine Graham. They might list the specific aspects of each women's role that make it non-traditional.

2. Students might prepare a list of at least 15 occupations that exist in their community, e.g., law enforcement officer, lawyer, teacher, clerk. Information could be gathered from various sources to show that neither males nor females have an exclusive hold on any of the listed occupations.

3. Various large businesses in Ohio could be contacted with requests for brochures, concerning employment opportunities with the firms. Ohio Bell, Ford Motor Company, and Proctor and Gamble would be some examples. Once the brochures are received, various occupational choices might be listed. Pictures could be examined to see which sex or sexes are portrayed in the various occupations. Do the materials encourage women to take non-traditional occupations?

References:

Brody, Celeste M. "Do Instructional Materials Reinforce Sex Stereotypes?" Educational Leadership (November, 1973), 119-122.

Thetford, Mary. "The Case for the Career Book in Grades Five to Eight: A Feminist View." Elementary English (October, 1973), 1059-1060.

Minorities and Females Subsumed to Males by Language

Springboard Setting G--Intermediate Social Studies

Brandwein, Paul F., et al. The Social Sciences: Concepts and Values (6th Grade). New York: Harcourt, Brace, and Jovanovich, 1970.

A powerful and persistent pattern exists in the English language that draws attention to males in the written word. This is the practice of using masculine nouns and pronouns to describe the hypothetical person or all of humanity--both women and men. The universality of the pattern is perpetuated in The Social Sciences. The early pages of the textbook (pgs. 1-3) use four masculine nouns and pronouns to describe the hypothetical person: man, he, him and his. These words are used generically a total of 13 times in the three pages. In a section of the text dealing with the Middle Ages (pgs. 85-90), 12 masculine terms, e.g., strong men, kings, churchmen, and he, are used a total of 35 times. A four-paragraph section of the textbook (pgs. 265 and 266) describes the political system of Turkish nomads. Eight masculine nouns and pronouns (male, father, kinsmen) are used 25 times to describe the persons involved in the political system. The three sections from the textbook described above do not use a single female noun or pronoun while using 16 different male oriented words. Is the social studies text indicating that historical and social phenomena occurred only for men? Where were the women in these social-cultural settings? The linguistic discrimination in the textbook treats females differentially. Women do not have an identity in the samples except as they are subsumed to men by language. This situation is an accurate reflection of the status of women in society. It should be stressed that language reflects a deep societal problem. As the status of women changes, language will begin to change.

Objective:

The students will write reports that focus on the use of nonsexist language to record human phenomena in social studies.

Activities:

1. The students might write a report regarding the role of anthropologists in the 20th Century. The purpose of the report would focus on the use of language that is neither masculine or feminine. Physical anthropologists would be discussed from the viewpoint of their role in the clothing industry. Paleontologists could be examined in relation to their efforts to document the physical changes in humans and their ancestors. Samples of nonsexist writing could be given to the students as models.

2. The students might write a report on a field in which women operate today such as business, education, or government. Particular attention should be given to women and their roles in each field. Social mobility for women and their participation in government could be the themes. Again, the language of the reports should focus on words that are nonsexist.

References:

Lakoff, Robin. Language and Woman's Place. New York: Harper & Row, 1975.

Sochen, June. Movers and Shakers: American Women Thinkers and Activists 1900-1970. New York: New York Times Book Company, 1973.

Springboard Setting E--Secondary Reading

Laird, Charlton and Helen. "Language - Man's Greatest Achievement." The Young America Series, Level 15. Chicago: Lyons and Carnahan, 1974, pp. 56-61.

Throughout this selection reference is made to mankind and man. Yet the selection discusses the beginning of language for the human race. Sexism in language is a product of our enculturation. This sexism is usually manifest through (1) the structure of the language, i.e. pronouns and suffixes, (2) the lexicon, and (3) associations with certain words such as pretty and handsome. Since children tend to interpret language literally, problems may arise when certain words are used in reference to mankind. Some examples found in this selection:

> It seems clear that man invented speech, just as he invented the wheel and the steam engine and the jet plane (p.61).
>
> Men might live in groups for protection from the animals, but there would be no cities. . . (p. 57).

Objective:

The student will be able to use appropriate language to convey the meaning intended when sexual distinctions are not relevant.

Activities:

1. The students may rewrite sentences using different words in reference to individuals when sexual distinctions are not relevant. Here is one such example:

   > A man is a man and not an animal because he walks upright, because he has two hands instead of two front feet, because he has a human brain, and, what is most important, because he can talk. Language is the greatest achievement of mankind. (p. 57).

2. Students might use a thesarus to make a list of words that could be used in place of masculine terms referring to a hypothetical person.

3. Students might trace the origin of the word mankind to determine how and when it came into use and report the findings to the class.

References:

Gunderson, Doris. "Sex Differences in Language and Reading." Elementary English (March, 1976), pp. 300-306.

O'Donnell, Holly Smith. "Sexism in Language." Elementary English (October, 1973), 1067-1072.

Springboard Setting I--Primary Reading

"Mr. Santa." Reader's Digest New Reading Skill Builders, Level 3, Part 1. Pleasantville, N.Y.: Reader's Digest Services, 1966, 72-78.

Illustrations and passages frequently depict the female as helpless, dependent upon the male for guidance and assistance. This selection portrays an incident in which people are stranded in an airport for hours. Throughout the story one man assists and comforts women with kind words, food and drink. For example, he aids one female by consoling her and giving her hungry baby milk. Later he puts her on a bus and asks a male passenger to assist her. Some stories should depict women and girls as courageous, able to solve problems without the assistance of males.

Objective:

The students will make generalizations and predict outcomes after reading selections portraying females and males in problem solving situations.

Activities:

1. Students might read selections such as "How Susan Made Friends," a story of a young girl who solved her problem of no friends without assistance from anyone or Herbie Changed His Mind by Leake, a story about a young boy who takes responsibility seriously and finds a realistic solution to the problem of owning a burro. After reading the selections, students may suggest alternate ways for solving similar problems.

2. Students may be given passages to read which depict various problem solving situations involving females and males. After reading the passages, the students will react to the situations and discuss possible solutions to each situation. The teacher should provide various questions at all levels of comprehension as a guide for the discussion.

References:

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Princeton, N.J.: Women on Words and Images, 1972.

Brody, Celeste M. "Do Instructional Materials Reinforce Sex Stereotyping?" Educational Leadership (November, 1973), 119-122.

Majority Males as Sources of Identity for Females and Minorities

Springboard Setting J--Primary Reading

Yarborough, Betty H. On Wings of Words. New York: Macmillan, 1971.

A Grimm fairy tale, "The Shoemaker and the Elves," is used in the reading book to develop children's comprehension, interpretation, and word analysis skills. A husband, a wife, and two elves are the dominant characters in the story. The only identity for the woman, however, is her relationship to the man as a wife. She is addressed as "wife, his wife, and shoemaker's wife" throughout the story. The male has an identity through what he does professionally; the female's identity is subsumed to her husband and his role. Even though the word "wife" is a skill focus in the story, a stereotypic image of women is perpetuated. The teacher's annotated edition of the reading book reinforces the stereotype by using a farmer's wife as an experience in the practice exercises.

Objective:

The student will extrapolate the identity of the woman in "The Shoemaker and the Elves."

Activities:

1. The students might respond to a set of questions based on the story and asked by the teacher that focuses on the woman and her role:

   a. Who said that the husband and the wife should stay up late to see who makes the shoes?

   b. Who was the first person to say that it was the elves who had been making the shoes?

   c. What do you suppose the woman's name is in the story?

   d. What special thing did the woman do for the elves?

   e. How did the woman feel about the elves' playing and happy feelings when they wore the clothes she made?

2. The students might identify names for each of the characters in the story that include the phoneme, long i, and initial consonant sound skill areas emphasized in the teacher's edition.

References:

Parturier, Francoise. "Open Letter to Men." In F.C. Griffin (Ed.), Woman as Revolutionary, New York: Mentor, 1973, 250-256.

Gersoni-Stavn, Diane. "Feminist Criticism: An Overview." In D. Gersoni-Stavn (Ed.), Sexism and Youth, New York: Xerox, 1974, 377-384.

Springboard Setting K--Intermediate Science

Zim, Herbert S., and I.N. Gabrielson. Birds: A Guide to the Most Familiar American Birds. New York: Golden Press, 1956.

Sexism in school materials is not limited to human content. Differential treatment occurs in information dealing with females of other animal classes. A particularly popular book in most elementary school libraries and many classrooms is a Golden Nature Guide book, Birds. A 20:1 ratio of male to female pictures is used in the book. More directly related to the theme of this springboard, however, is the use of male characteristics to identify females. Numerous females were described as smaller and duller than their male counterparts. In bird families that are predatory, most males are smaller than females. Yet, the authors of Birds reverse their reference pattern to state that females are larger than males which continues to use the male as the referent. Size and coloring differences among both sexes in birds have been explained in several different ways. An early theory was based on natural selection. A more recent explanation has focused on the influence of hormones. The secondary sexual characteristics of one sex should not be the referent for the secondary characteristics of the other.

Objective:

The students will describe the secondary sexual characteristics of male and female birds and the basis for these differences.

Activities:

1. The student might study the concept of sexual dimorphism in relation to birds. A separate chart for families of birds could be prepared. Pictures from magazines or photographs would be attached to the charts with brief explanations of the secondary characteristics. Pictures of both sexes should be used.

2. The students might visit the aviary in a zoo or a museum of natural history with a display on birds. The teacher could prepare a set of questions and/or the students could generate questions from their study of birds. For example: 1) What are the specific secondary characteristics of female and male birds? and, 2) How do the roles of the male bird and the female bird differ? The questions could be discussed after the field trip with the discussion focusing on the basis for differences among the sexes.

References:

Burton, Maurice. "Birds." In The Larousse Encyclopedia of Animal Life, New York: McGraw-Hill, 1967, 339-340.

Peterson, Roger T. The Birds. New York: Time-Life, 1968.

Minorities and Females in Passive Activities

Springboard Setting L--Intermediate Reading

Reader's Digest New Reading Skill Builders, Level 5, Part 2. Pleasantville, New York: Reader's Digest Services, 1968.

Today women should be portrayed as physically active and strong. Yet the majority of materials depicts the female as dominated by males, passive, and weak. In our society there are some males who are also weak, dependent on females. Rarely, however, are negative traits of males depicted in the selections. The Reader's Digest Skills Builder for fifth grade has 18 selections. Of these, eight portray males in active roles while only two show the female in an active role. One of the stories portrays a female studying judo. However, the final paragraph indicates that she was not as strong as the male: "It didn't matter that I knew he had let me throw him (p. 18)." When females were mentioned in the other selections, the role was minor. Many times reference was made to a wife or mother without any other clarification or discussion.

Objective:

The students will compare character traits in selections portraying males and females in similar activities.

Activities:

1. Students might read selections showing males and females in active roles such as in tennis, Olympic Games, sky diving, or track. Their objective would be to recognize and evaluate the ways in which an author reveals a character's traits in a given selection.

2. Students might select a particular sport, research its origin and development and the involvement of males and females. They could then prepare a chart or graph depicting that information.

3. Students might read selections depicting males and females participating in the same type of activity, such as "Sybil Ludington's All Night Ride" by Adele Smith and "Paul Revere's Ride" by Henry Wadsworth Longfellow. After reading the selections, identify the facts and opinions, then compare the facts.

References:

Aaron, Ira E. et al. Discoveries. Chicago, Ill.: Scott, Foresman and Co., 1976, 78-86.

Taylor, Marjorie E. "Sex Role Stereotypes in Children's Readers." Elementary English (October, 1973), 1045-1047.

Springboard Setting M--Intermediate Science

Brandwein, Paul F., et al. Concepts in Science, Third Edition. New York: Harcourt, Brance, and Jovanovich, 1972.

The science text used in this springboard setting could be analyzed from a number of perspectives. Few minorities of any racial or ethnic heritage are represented in the scientists described in the book. Masculine subsuming language is used numerous times. A good example is the title of a chapter on light. It was labeled "Man's Resource." Ten famous scientists were illustrated and discussed. Marie Curie was the only female. Men such as Thomas Edison dominated in the 9:1 ration of men to women scientists. Of a more subtle nature was the use of adult models for females in the field of science. Children and adolescents were shown in scientific activities 35 times. Females were used 16 times; males were used 19 times. This is very close to a 1:1 female to male ratio. Adults, however, engaged in scientific activities communicated a different balance between the sexes. Two adult females were illustrated while adult males appeared 22 times. This is an 11:1 ratio of males to females. Finally, men were shown as active experimenters more frequently than women. The ratio is 2.5:1 (37 males to 9 females). The text does not communicate the active role women have today and the role they have had historically in the research aspects of the sciences.

Objectives:

The students will identify and describe significant contributions of females and minorities to the field of science.

Activities:

1. The class might identify a number of current areas of scientific investigation that represent the thrust of the second half of the 20th Century. Researchers in each of the areas could be identified. Particular attention should be given to females and minorities. Dr. Jan Wright, cancer researcher, has been a significant person in recent years. Her role has not been limited to science because she has been active as a leader in the National Council of Negro Women. Written or oral descriptions of their work could be prepared. The same format might be used with historical figures in science such as Maria Mitchell, an astronomer during the 19th Century.

2. Displays showing the work of minority and female scientists could be used during a science fair. Walls, bulletin boards, and dividers would provide the space to display pictures and descriptions of their scientific work.

References:

"Quest of the Mind." In P. B. Kunhardt and K. Sutton (Eds.), Remarkable American Women, 1776 - 1976. Time Inc., 1976, 67-70.

Whitehead, Geraldine. Women in America. Fort Worth, Texas: Sperry and Hutchinson, 1972.

Females and Minorities as Main Characters

Springboard Setting O--Secondary Social Studies

Ludlum, Robert P., et al. American Government: National, State, and Local. Boston: Houghton Mifflin, 1969.

Men have dominated American government for the entire period of the history of the United States. There have been significant roles occupied by women as advisors, as participants, and as change agents. These roles have been ignored by the text in this springboard setting. The index of the book identifies 126 people by names. Of this total, only three are women. Not only are women ignored as main characters in the textbook, they are not recognized for any role in American government. The masculine subsuming language in the text reinforces the male image associated with American government. A discussion of the ambassador to the United Nations, in the position's generic sense, is always followed with the pronoun "he." A major unit in the book is titled "How Citizens Control Their Government." In the section, fewer than 10 pictures and illustrations are identifiable as women. More than 100 can be identified as men. Women either have very minor roles in the text or have no role at all.

Objective:

The students will identify significant personalities and events associated with American government that reflect the role women have had in the formation and development of our system of government.

Activities:

1. The students might research the history of the United States to identify women who have had a role in the development of our system of government. One research topic could be voting. Another could be interest groups. A pageant could be planned that would trace the history of voting or interests groups from the Colonial period to the present.

2. Biographical sketches could be prepared for women who have served in the government of the United States. This could also be done for a specific state or community. Special attention should be given to laws and/or changes in laws that the person might have been responsible for during her term of office.

3. Debates could be planned and staged between members of a class which recreate the significant issues surrounding the movement toward equal status in government. It could be called the Unfinished March.

4. Women in various roles in government (local, state, or national) could be interviewed by class members. For those unavailable to an interviewer, letters with a limited number of questions could be sent. The students could compile all of the responses under categories such as the following: 1) issues; 2) status of women; 3) successes; and, 4) unresolved problems.

Reference:

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, D. C.: Resource Center on Sex Roles in Education, 1974, Section 3.

Springboard Setting P--Primary Spelling

O'Rouke, Everett. Spell/Write, Level 2. Palo Alto, Cal.: Noble and Noble, 1971.

At the primary level pictures are often used as a springboard for spelling. Frequently in the spelling books, illustrations are used to depict words which have specific vowel or consonant sounds. Later they are used to depict words which have common phonograms. Because illustrations often convey more meaning than words, especially with younger children, and often reflect stereotypes, teachers should choose materials which can be used effectively for a given purpose as well as to sensitivity.

Spell/Write, Level 2 uses illustrations as a springboard for vowel sounds, consonant sounds, and rhyming patterns. For example, the illustration used to depict words with the same beginning sound is a male acrobat and an astronaut. Illustrations depicting words that have the short e include two men running and a boy trying to get a shoe from a duck. Several illustrations depict boys in energetic activities such as beating a drum. The activity requires the student to copy the sentence that tells about the illustration as "Louis beat the drum (p. 36)." The ratio of males to females in the illustrations is 3:1.

Objective:

The students will identify the picture names and spell correctly the words containing the short vowel sound.

Activities:

1. Pictures of recent events of interest to children such as the soap box derby could be mounted. Short stories about the pictures could be dictated and recorded. Children should then identify the words containing the short vowel sounds. Following this, they could write the story as the teacher reads it aloud. Pictures should contain males and females and be of interest to both boys and girls.
   Example: Picture of soap box derby showing boys and girls in their cars. Story might be similar to the following:

   The flag dropped and the cars shot off down the hill. The red car is in the lead. We hope it wins the cup.

2. Students may be given a series of pictures relating to males and females to identify the vowel sound represented by each picture and to write the words containing the short vowel sounds.

3. Students may be given a series of pictures and asked to supply a word which contains the same vowel sound.

References:

Lundsteen, Sara. Children Learn to Communicate. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Taylor, Marjorie E. "Sex Role Stereotypes in Children's Readers." Elementary English (October, 1973), 1045-1049.

Minorities and Females in Illustrations

Springboard Setting Q--Intermediate Mathematics

Eicholz, Robert E., P.G. O'Daffer, and C.R. Fleenor. Investigating School Mathematics. Menlo Park, California: Addison-Wesley, 1973.

The authors of the textbook have done an outstanding job to correct a major weakness of textbook regarding the portrayal of minorities in illustrations. In photographs and drawings a variety of ethnic heritages is represented. The actual ratio of minorities in the textbook exceeds that which is found in the general population of the United States. Unfortunately the portrayal of females does not reflect their distribution in the population (51 percent). The photographs in the margins of the book show a fairly balanced distribution between the sexes. The drawings, however, treat females differentially. Males are shown 39 times to the females' 11 times. This is a 3.5:1 ratio. Pairs of hands are shown a number of times in various manipulative roles when dealing with mathematically related activities. Where the identity of the hands can be determined on the basis of sex, a 9:1 ratio of male to female is illustrated.

Objective:

The students will prepare a set of sample problems in mathematics using illustrations that show a balanced distribution between the sexes.

Activities:

1. The students might form small groups of three or four. Each group could prepare sample problems with an accompanying non-sexist illustration. The problems and illustrations could be combined to form a workbook. As an alternative, each group's work might be used as separate supplemental work sheets.

2. Each student might select a specific process and/or concept from mathematics. A written summary of approximately 100 words would be prepared that explains the process/concept. If appropriate for the student's specific choice, then the mathematical expression of the process/concept would be prepared. Finally, the student would develop a simulated setting to illustrate the choice. A requirement for the simulation might be the student's direct involvement in the illustration. If the school or a class member has a camera that develops pictures in 60 seconds, then pictures should be made of each concept/process. The verbal descriptions, mathematical expressions, and illustrations could be placed on colored poster paper and displayed in the classroom. They could also be used for peer teaching aids.

References:

Federbush, Marsha. "The Sex Problems of School Math Books." In J. Stacey, S. Beresaud, and J. Daniels (Eds.), And Jill Came Tumbling After: Sexism in American Education, New York: Dell, 1974, 178-184.

Minorities and Females in Illustrations

Springboard Setting R--Secondary Reading

Durr, William K. Serendipity. Boston: Houghton Mifflin, 1974.

This text is designed for use in developing basic skills in reading. Even though selections appropriate for females and minorities are included, most are male oriented. There are 71 illustrations depicting characters in the selections. The ratio of males to females is 7:1. Seventy-two percent of the illustrations depict males alone and 11 percent depict females alone. The other 17 percent show males and females in groups.

In reading instruction, one of the major goals is to develop students with ability to think about and react to written materials in a variety of ways. Appreciation has to do with the students' awareness of literary techniques, forms, styles, and structures employed by authors to stimulate emotional response. Tasks that involve appreciation include identification with characters and imagery.

Objective:

The students will recognize and react to the author's ability to "paint word pictures."

Activities:

1. Students might describe a mental picture of the settings, characters, and actions described in the selection but not depicted in the materials read. For example, after reading "The Great Storm," students might describe the mental image formed after reading paragraphs such as:

   For a week there was no relief from the hurricane winds. It was as though the elements had gone mad and were venting all their fury upon the rock. On the eighth morning Abbie was awakened by a loud boom. She sat up, every nerve taut. A breaker had slammed against the house (Durr, p. 21)!

   The wind had an eerie, high pitched whine as Abbie stepped out on the catwalk, and the water still churned below. She chipped at the icy windows until her hands began to ache despite her thick gloves (Durr, p. 28)!

2. The teacher may prepare a set of questions at various cognitive levels which would elicit student response to identification with characters and incidents.

References:

Frazier, Nancy, and M. Sadker. Sexism in School and Society. New York: Harper & Row, 1973, Chapter 6.

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Washington, D.C.: Resource Center on Sex Roles in Education, 1974.

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Cheyney, Arnold. The Ripe Harvest. Coral Gables, Fla.: U. of Miami Press, 1972.

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Frazier, Nancy and M. Sadker. Sexism in School and Society. New York. Harper & Row, 1973, Chapter 6.

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Lakoff, Robin. Language and Woman's Place. New York: Harper & Row, 1975.

Lander, Joyce A. "The Women: Conditions of Slavery Laid the Foundation for Their Liberation." Ebony, 30 (August, 1975), 77.

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Weitzman, Lenore, D. Eifler, E. Hokada, and C. Ross. "Sex-Role Socialization in Picture Books for Preschool Children." American Journal of Sociology, (1972), 77.

Whitehead, Geraldine. Women in America. Forth Worth, Texas: Sperry and Hutchinson, 1972.